



Grade 7 ELA Scope and Sequence SY 14-15

Unit Theme	Dates	Unit Focus	Reading: Literature RL.7.1, RL.7.2 and RL.7.10 apply to each unit.	Reading: Informational Text RI.7.1, RI.7.2 and RI.7.10 apply to each unit.	Writing W.7.4, W.7.5, W.7.9 and W.7.10 apply to each unit.	Speaking and Listening SL.7.1 and SL.7.6 apply to each unit.	Language L.7.1, L.7.2 and L.7.4 (a) (b) apply to each unit **Tested items
1 War and Peace	8/25/14 to 10/09/14 (Instructional Days: 33)	Students explore the human condition to determine when conflict is warranted, and when peace should prevail. Students explore the roots and consequences of prejudice, racism, and/or stereotyping in a particular society, as well as citizens’ attempts to survive oppression and/or to promote peace. Evidence-based writing explains the genesis and outcomes of a particular conflict, including victims’ survival attempts.	RL.7.1 RL.7.2 RL.7.6 RL.7.9	RI.7.1 RI.7.2 RI.7.7	W.7.2 W.7.4 W.7.5 W.7.9 W.7.10	SL.7.1 SL.7.6	L.7.1 L.7.2 **L.7.4
2 Perseverance	10/14/14 to 12/12/14 (Instructional Days: 38.5)	Students read a variety of real and fictionalized accounts of people who demonstrated perseverance against overwhelming odds. Students explore external and internal conflicts among people who succeed. Evidence-based writing focuses on explaining how particular story elements (e.g., setting, character, plot) interact to provide a complex account of an author’s perspective or purpose.	RL.7.1 RL.7.2 RL.7.3	RI.7.1 RI.7.2 RI.7.3 RI.7.6	W.7.2 W.7.4 W.7.5 W.7.9 W.7.10	SL.7.1 SL.7.6	L.7.1 L.7.2 L.7.4 (a), (b) **L.7.6
3 Survival	12/15/14 to 2/12/15 (Instructional Days: 32.5)	Students encounter brushes with death through survival stories that explore the classic literary conflict between the individual and nature. Students evaluate factual, fictional and film representations of survival against all odds. Evidence-based writing focuses on crafting an argument about risk taking in wilderness settings.	RL.7.1 RL.7.2 RL.7.4 RL.7.7	RI.7.1 RI.7.2 RI.7.6 RI.7.8 RI.7.9	W.7.1 W.7.4 W.7.5 W.7.7 W.7.8 W.7.9 W.7.10	SL.7.1 SL.7.2 SL.7.6	L.7.1 L.7.2 L.7.3 L.7.4 (a), (b)
4 Science or Fiction?	2/17/15 to 4/10/15 (Instructional Days: 36.5)	Students enter worlds that do not exist, and weigh scientific fact against science fiction. Students make connections among real and fictionalized science as they trace the logic of storylines. Students write arguments about issues surfaced in their examination of science fiction.	RL.7.1 RL.7.2 RL.7.5	RI.7.1 RI.7.2 RI.7.4 RI.7.5 RI.7.8	W.7.1 W.7.6 W.7.4 W.7.5 W.7.7 W.7.8 W.7.9 W.7.10	SL.7.1 SL.7.3 SL.7.6	L.7.1 L.7.2 L.7.4 (a), (b) **L.7.5
5 Humor and Despair	4/20/15 to 6/17/15 (Instructional Days: 40.5)	In this final six-week unit of seventh grade, students wrap up their yearlong study of the human condition by examining humor and despair in literature. Students compare and contrast comic and tragic events. Evidence-based writing focuses on crafting narratives that depict real or imagined humorous or tragic experiences or events.	RL.7.1 RL.7.2 RL.7.6	RI.7.1 RI.7.2	W.7.3 W.7.4 W.7.5 W.7.6 W.7.9 W.7.10	SL.7.1 SL.7.4 SL.7.5 SL.7.6	L.7.1 L.7.2 L.7.4 (a), (b)

Unit Information	Reading: Literature RL.7.1, RL.7.2 and RL.7.10 apply to each unit.	Reading: Informational Text RI.7.1, RI.7.2, and RI.7.10 apply to each unit.	Writing W.7.4, W.7.5, W.7.9 and W.7.10 apply to each unit.	Speaking and Listening SL.7.1 and SL.7.6 apply to each unit.	Language L.7.1, L.7.2 and L.7.4 (a), (b) apply to each unit.
<p>1</p> <p>War and Peace</p> <p>8/25/14 to 10/09/14 (Instructional Days: 33)</p> <p>Students explore the human condition to determine when war is warranted and when peace should prevail. Students analyze both sides of the argument, as found in fiction and in history. Evidence-based writing focuses on explaining the rationale for war or peace.</p>	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>W.7.2 Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). (b) Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. (a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (c) Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (d) Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Explain the function of phrases and clauses in general and their function in specific sentences. (b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use a comma to separate coordinate adjectives (e.g., <i>It was fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). (b) Spell correctly.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). (c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

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<p>2</p> <p>Perseverance</p> <p>10/14/14 to 12/12/14 (Instructional Days: 38.5)</p> <p>Students read a variety of real and fictionalized accounts of people who demonstrated perseverance against overwhelming odds. Students explore external and internal conflicts among people who succeed. Evidence- based writing focuses on explaining how particular story elements (e.g., setting, character, plot) interact to provide a complex account of an author’s perspective or purpose.</p>	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>W.7.2 Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). (b) Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. (a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (c) Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (d) Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Explain the function of phrases and clauses in general and their function in specific sentences. (b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). (b) Spell correctly.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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<p>3</p> <p>Survival</p> <p>12/15/14 to 2/12/15 (Instructional Days: 32.5)</p> <p>Students encounter brushes with death through survival stories that explore the classic literary conflict between the individual and nature. Students evaluate factual, fictional and film representations of survival against all odds. Evidence-based writing focuses on crafting an argument about risk taking in wilderness settings.</p>	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). (b) Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. (a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (c) Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (d) Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Explain the function of phrases and clauses in general and their function in specific sentences. (b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). (b) Spell correctly.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p>

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<p>4</p> <p>Science or Fiction?</p> <p>2/17/15 to 4/10/15 (Instructional Days: 36.5)</p> <p>Students enter worlds that do not exist, and weigh scientific fact against science fiction. Students make connections among real and fictionalized science as they trace the logic of storylines. Students write arguments about issues surfaced in their examination of science fiction.</p>	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.</p> <p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). (b) Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. (a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (c) Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (d) Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Explain the function of phrases and clauses in general and their function in specific sentences. (b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). (b) Spell correctly.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>

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<p>5</p> <p>Humor and Despair</p> <p>4/20/15 to 6/17/15 (Instructional Days: 40.5)</p> <p>In this final six-week unit of seventh grade, students wrap up their yearlong study of the human condition by examining humor and despair in literature. Students compare and contrast comic and tragic events. Evidence-based writing focuses on crafting narratives that depict real or imagined humorous or tragic experiences or events.</p>	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different character or narrators in a text.</p>	<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (e) Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). (b) Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. (a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (c) Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (d) Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Explain the function of phrases and clauses in general and their function in specific sentences. (b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). (b) Spell correctly.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p>